



Affirmative Action Plan

2012-2017

Adopted by the Enumclaw School District
Board of Directors

**Enumclaw School District
Affirmative Action Plan 2007-2017**

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Enumclaw School District Affirmative Action Plan 2012-2017

I. Introduction

It is the policy of the Enumclaw School District to provide equal employment opportunity for all applicants and staff in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without unlawful discrimination based on race, color, creed, religion, age, sex, ethnicity, sexual orientation, national origin, veteran status, marital status, families with children or the presence of a sensory, mental or physical disability or the use of a trained dog guide or service animal by a disabled person. Decisions regarding employment and promotion are based solely upon an individual's qualifications for the specific position while giving every consideration to protected classes. The affirmative action plan presented is designed for the years 2012-2017.

The District's nondiscrimination and affirmative action policy is in Appendix A. The following Affirmative Action Plan will continue to outline steps to be taken to ensure that District policies and practices do not unlawfully discriminate against an individual on the basis of race, color, creed, religion, age, sex, ethnicity, sexual orientation, national origin, veteran status, marital status, families with children or the presence of a sensory, mental or physical disability or the use of a trained dog guide or service animal by a disabled person. Furthermore, reasonable steps will be taken to actively promote employment opportunities to qualified individuals in protected groups that are underutilized in the workforce.

The Board of Directors of the Enumclaw School District has assigned the responsibility for implementation, evaluation and revision of the Enumclaw School District 2012 – 2017 Affirmative Action Plan to the Director of Human Resources, who acts as the Affirmative Action Officer. However, it is emphasized that every employee is expected to comply with and facilitate the ultimate success of the affirmative action program.

The affirmative action program will be evaluated each year. The Affirmative Action Officer will report to the Board as to the implementation status and progress of the plan. It is recognized that for this policy to be effective, continuous monitoring, evaluation, and revision will be necessary.

Copies of the Affirmative Action Plan will be made available to the State Human Rights Commission, the Office of the Superintendent of Public Instruction, the State Department of Personnel, staff members, community groups and other interested parties.

II. Purpose

It is the purpose of the Enumclaw School District Affirmative Action Plan, in compliance with both federal and state laws and regulations, to promote, monitor and maintain the Districts affirmative action and equal employment opportunity policies. These policies provide for equal employment opportunities for all new employees and applicants for employment without discrimination on the basis of race, color, creed, religion, age, sex, ethnicity, sexual orientation, national origin, veteran status, marital status, families with children or the presence of a sensory, mental or physical disability or the use of a trained dog guide or service animal by a disabled person.

It is the purpose of this plan to continually reflect on “what is” and make strides to move toward “what should be.” Analysis of regional and District workforce employment figures will be used to determine areas of underutilization. As a result, this Plan is designed to promote outreach, recruitment, training and education efforts intended to increase diversity in an expanded pool of qualified applicants.

This Plan will advance equal employment opportunities without preferential treatment based on race, gender, ethnicity or national origin. This Plan is also designed to ensure that the District adopts appropriate policies that are properly implemented without unlawful discrimination on the basis of race, color, creed, religion, age, sex, ethnicity, sexual orientation, national origin, veteran status, marital status, families with children or the presence of a sensory, mental or physical disability or the use of a trained dog guide or service animal by a disabled person.

III. Responsibility for Implementation and Maintenance of Plan

As noted, the Board of Directors of the Enumclaw School District has assigned the responsibility for implementation, evaluation and revision of the Enumclaw School District 2012-17 Affirmative Action Plan to the Superintendent. The Director of Human Resources has been designated with this and will serve as the Affirmative Action Officer.

The Director of Human Resources is charged with communicating the District’s desire and commitment to employ members of protected as well as non-protected classes. Communication and contact related to the Affirmative Action Plan will occur both internally and externally. The Affirmative Action Officer shall ensure that recruitment efforts are reaching protected groups as well as unprotected groups in all categories where underutilization exists.

The Director of Human Resources will advise the Superintendent and/or School Board on equal opportunity matters as required. The Director of Human Resources will monitor and evaluate the plan’s accomplishments/progress and will annually provide a report to the School Board.

The Director of Human Resources/Affirmative Action Officer can be reached at (360) 802-7106 or by writing to:

Affirmative Action Officer
Human Resources Department
2929 McDougall Avenue
Enumclaw, WA 98022

IV. Dissemination of Plan and Policies

It is the responsibility of the Director of Human Resources, to inform all applicants for employment, all current employees, all persons responsible for hiring within the District, all employee associations, and all District contractors and subcontractors of its commitment to equal opportunity employment.

Communication of the Enumclaw School District Affirmative Action Plan will be accomplished as follows:

A. Internal and External

1. Copies of the Enumclaw School District 2012-2017 Affirmative Action Plan will be distributed to all organization, agencies and individuals inside and outside the District as follows:
 - ~ Board of Directors
 - ~ All administrators
 - ~ All school and/or building locations
 - ~ The president of all employee associations
 - ~ All employees
 - ~ The Office of the Superintendent of Public Instruction
 - ~ The Washington State Human Rights Commission
 - ~ The State Department of Personnel
2. All District job postings whether advertised on the internet or other forms of publication will include an equal employment opportunity statement.
3. Recruiting sources and placement agencies will be notified annually regarding the District's non-discrimination policy and that the Enumclaw School District is an Equal Opportunity/Affirmative Action Employer.
4. The name, address and telephone number of the District's Affirmative Action Officer will be published, at least annually, in regular District publications to staff and the community. The District official responsible for affirmative action is identified in Appendix B of this document.

5. All District contractors, vendors and suppliers will be notified that they must comply with the District's equal employment opportunity policy and this Plan.

B. Internal

1. Orientation materials for new employees shall include information concerning equal employment opportunities.
2. The District's policy and other materials relating to the Affirmative Action Program will be posted on bulletin boards throughout the District.
3. The District will publicize the Affirmative Action Program, highlighting employment opportunities for current personnel.
4. Announcements of training opportunities that promote the goals of the Plan will be issued to staff through District publications and electronic mail.

V. Numerical Analysis of Workforce

This section of the Affirmative Action Plan reflects a numerical analysis of the Enumclaw School District workforce demographics.

The tables that follow contain a numerical study of the District's workforce. The term "underutilization" as used in this review means having fewer members of an affected group in a particular job category than would reasonably be expected based upon availability. The statistical comparisons in this section involve the use of workforce statistics for geographic areas relevant to Enumclaw derived from public census reports.

The use of such geographic areas and statistics is intended only for the purpose of implementing this Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics and geographic areas have been selected and used in good faith with respect to this plan.

A. Availability Study

To research and prepare information for the District's 2012-2017 Plan, an availability analysis was conducted based on state census reports and statistical population studies from various sources for the minority, female, disabled, veteran and aged workforce.

Theoretical Availability and Statistical Expected Utilization Figures

County	King (TA)	Pierce (TA)	King / Pierce Average (TA)	SEU (80 %)
*Total Minority	36.3	31.5	33.9	27.12
Black/African American	6.2	6.8	6.5	5.2
Native American	.08	1.4	.74	.59
Asian	14.6	6.0	10.3	8.74
Hispanic	8.9	9.2	9.05	7.24
Female	50.2	50.6	50.4	40.32
Disabled	10.3	14.8	12.6	10.08
Veterans	6.8	11.5	9.2	7.36
Persons Over 40 to 74	39.6	38.5	39.05	31.24

Theoretical Availability (**TA**) is the statistical number taken from the census report. The **TA** used for future comparison will be the combined / averaged statistical data for King and Pierce counties. After the theoretical availability (**TA**) was determined for protected groups in King and Pierce Counties, a straight comparison was conducted against the **TA** figure. In addition, the **TA** figure was reduced by 20% to arrive at an “**SEU**,” or statistically expected utilization, and a comparison was performed against the **SEU** as well. The **SEU** comparison is done because it is a commonly accepted practice to use a figure that is 80% of the theoretical availability in determining whether protected groups are meaningfully underutilized, because pure chance may account for utilization that is 20% ;less than the theoretical availability.

Both figures, however, are considered in the identification of problem areas and possible underutilization.

*Data includes persons reporting 2 or more races and native Hawaiian and other Pacific Islanders

A specific analysis was completed for each of the following job categories: administrators, classroom teachers, custodian / maintenance, food service, professional technical, secretary, transportation.

B. Salary Ranges as of September 21, 2012

<u>Degree</u>	<u>Salary Range</u>	<u>Advanced</u>
Teachers	\$38,390.04 – \$73,302.77	N/A
Administrators	\$93,636 - \$113,798	N/A
Classified Assistants	\$17.75 - \$34.86 / HR	\$.35 - \$.50 / HR
Other Classified	\$11.80 - \$30.85 / HR	\$.35 - \$.50 / HR

C. Affirmative Action Data and Utilization Studies – Charts D1 – D6

Chart D1

**Enumclaw School District
Affirmative Action Data – 2012
by Personnel Category**

Job Groups	Total Employees	Total Minorities	African American	Native American	Asian	Hispanic	Disabled	Aged (40+)	Veteran	Female
Administration	18	2	1	1	0	0	0	17	0	7
Classroom Teacher	229	5	0	1	2	2	0	161	0	163
Custodial / Maintenance	37	3	0	1	1	1	0	36	2	9
Food Service	22	2	0	0	2	0	0	22	0	22
Office Personnel	32	2	0	1	0	1	0	31	0	32
Para-Educator	113	3	0	0	2	2	1	95	0	110
Professional Technical	21	1	0	1	0	0	0	17	2	15
Transportation	43	3	0	2	1	0	0	41	2	38
TOTAL	515	21	1	7	5	6	1	420	6	396

Chart D2

**Enumclaw School District
Utilization Analysis
Minorities – February 2, 2012**

Job Groups	Total Employees	Total Minorities	% Total Minorities	African American	Native American	Asian	Hispanic	Theoretical Availability TA	Statistically Expected Utilization SEU	Deviation from TA	Deviation from SEU
Administration	18	2	11.1%	1	1	0	0	33.9%	27.12%	22.8%	11.7%
Classroom Teacher	229	5	2.2%	1	6	1	1	33.9%	27.12%	31.7%	24.92%
Custodial / Maintenance	37	3	8.1%	0	2	0	1	33.9%	27.12%	25.8%	19.02%
Food Service	22	2	9.1%	0	0	2	0	33.9%	27.12%	24.8%	18.02%
Office Personnel	32	2	6.3%	0	0	1	1	33.9%	27.12%	27.6%	20.82%
Para-Educator	113	3	2.7%	0	0	3	1	33.9%	27.12%	31.2%	24.42%
Professional Technical	21	1	.05%	0	0	0	0	33.9%	27.12%	33.85%	27.07%
Transportation	43	3	7%	0	2	1	0	33.9%	27.12%	26.9%	20.12%
TOTAL	515	21	4.1%	2	11	8	4	33.9%	27.12%	29.8%	23.02%

() Numbers placed in bracket indicate areas that exceed the **TA** or **SEU** expected in a category

Chart D3

**Enumclaw School District
Utilization Analysis
Females –February 2, 2012**

Job Groups	Total Employees	Total Females	% Total Females	Theoretical Availability (TA)	Statistically Expected Utilization (SEU)	Deviation from TA	Deviation from SEU
Administration	18	7	38.9%	50.4%	40.32%	11.5%	1.42%
Classroom Teacher	229	163	71.1%	50.4%	40.32%	(20.7%)	(30.90%)
Custodial / Maintenance	37	14	37.8%	50.4%	40.32%	12.6%	2.52%
Food Service	22	22	100%	50.4%	40.32%	(49.6%)	(59.68%)
Office Personnel	32	32	100%	50.4%	40.32%	(49.76%)	(59.68%)
Para-Educator	113	111	98%	50.4%	40.32%	(47.6%)	(57.68%)
Professional Technical	21	18	86%	50.4%	40.32%	(35.76%)	(45.68%)
Transportation	43	37	86%	50.4%	40.32%	(35.76%)	(45.68%)
TOTAL	515	404	78%	50.4%	40.32%	(27.76%)	(37.68%)

() Numbers placed in bracket indicate areas that exceed the **TA** or **SEU** expected in a category

Chart D4

**Enumclaw School District
Utilization Analysis
Disabled –February 2, 2012**

Job Groups	Total Employees	Total Disabled	% Total Disabled	Theoretical Availability (TA)	Statistically Expected Utilization (SEU)	Deviation from TA	Deviation from SEU
Administration	18	0	0%	12.6%	10.08%	12.6%	10.8%
Classroom Teacher	256	0	0%	12.6%	10.08%	12.6%	10.8%
Custodial / Maintenance	32	1	3.1%	12.6%	10.08%	12.6%	10.8%
Food Service	24	0	0%	12.6%	10.08%	12.6%	10.8%
Office Personnel	34	0	0%	12.6%	10.08%	12.6%	10.8%
Para-Educator	107	0	0%	12.6%	10.08%	12.52%	10.%
Professional Technical	21	0	0	12.6%	10.08%	12.6%	10.8%
Transportation	50	0	0%	12.6%	10.08%	12.6%	10.8%
TOTAL	545	1	.02%	12.6%	10.08%	12.58%	14.18%

() Numbers placed in bracket indicate areas that exceed the **TA** or **SEU** expected in a category

Chart D5

**Enumclaw School District
Utilization Analysis
Veteran – February 2, 2012**

Job Groups	Total Employees	Total Veterans	% Total Veterans	Theoretical Availability (TA)	Statistically Expected Utilization (SEU)	Deviation from TA	Deviation from SEU
Administration	18	0	0%	9.2%	7.36%	9.2%	7.36%
Classroom Teacher	226	0	0%	9.2%	7.36%	9.2%	7.36%
Custodial / Maintenance	37	2	5.4%	9.2%	7.36%	3.8%	1.96%
Food Service	22	0	0%	9.2%	7.36%	9.2%	7.36%
Office Personnel	32	0	0%	9.2%	7.36%	9.2%	7.36%
Para-Educator	113	0	0%	9.2%	7.36%	9.2%	7.36%
Professional Technical	21	2	9.5%	9.2%	7.36%	(0.3%)	(2.14%)
Transportation	43	2	4%	9.2%	7.36%	4.6%	2.76%
TOTAL	515	7	1.35%	9.2%	7.36%	7.85%	6.01%

() Numbers placed in bracket indicate areas that exceed the **TA** or **SEU** expected in a category

Chart D6

**Enumclaw School District
Utilization Analysis
Persons Over 45 – 74* – September 21, 2007**

Job Groups	Total Employees	Total Age	% Total Age	Theoretical Availability (TA)	Statistically Expected Utilization (SEU)	Deviation from TA	Deviation from SEU
Administration	18	17	94.4%	31.32%	25.04%	(63.17%)	(69.36%)
Classroom Teacher	229	161	70.3%	31.32%	25.04%	(39.07%)	(45.26%)
Custodial / Maintenance	37	36	97.3%	31.32%	25.04%	(66.07%)	(72.26%)
Food Service	22	22	100%	31.32%	25.04%	(68.68%)	(74.96%)
Office Personnel	32	31	96.7%	31.32%	25.04%	(65.38%)	(71.66%)
Para-Educator	113	95	84%	31.32%	25.04%	(52.68%)	(58.96%)
Professional Technical	21	17	81%	31.32%	25.04%	(49.68%)	(55.96%)
Transportation	43	41	95%	31.32%	25.04%	(63.68%)	(69.96%)
TOTAL	515	420	81.6%	31.32%	25.04%	(50.28%)	(56.56%)

() Numbers placed in bracket indicate areas that exceed the **TA** or **SEU** expected in a category

* Census data was acquired for persons aged 40 -75, Enumclaw School District data is reflects employees aged 40+

VI. Utilization Analysis by Job Category – Identification of Problem Areas

A. **Administration** - This category includes all district and building level administrators.

	2012	% of Group
Minorities	2	11.1%
Females	7	38.8%
Disabled	0	0%
Veterans	0	0%
Age 40 +	17	94.4%

This analysis indicates that minorities 11.7(SEU) and veterans 7.36% (SEU) are currently underutilized. Females 1.42% (SEU) are almost at optimal utilization. Aged employees are over utilized by 69.36% (SEU).

Persons with disabilities 10.08% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disability.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

B. **Classroom Teacher** - This category includes all teachers from preschool to grade 12, including special education teachers.

	2012	% of Group
Minorities	5	2.1%
Females	163	71.17%
Disabled	0	0%
Veterans	0	0%
Age 40+	161	70.3%

This analysis indicates that minorities 24.92% (SEU) and veterans 7.36 % (SEU) are currently underutilized. Females (30.90%) (SEU) and aged employees (31.90%) (SEU) are overutilized.

Persons with disabilities 10.08% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

C. Custodial / Maintenance – This category includes all custodial, maintenance and grounds personnel.

	20012	% of Group
Minorities	3	8.1%
Females	9	24.32%
Disabled	0	0%
Veterans	2	5.4%
Age 40 +	36	97.2%

This analysis indicates that minorities 19.02% (SEU) Veterans 1.96% (SEU) and females 2.52% (SEU) are at optimal utilization. Aged employees (72.26%) (SEU) are significantly over utilized at this time.

Persons with disabilities 10.08% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

D. Food Service - This category includes all food service personnel in the district.

	2012	% of Group
Minorities	2	9%
Females	22	100%
Disabled	0	0%
Veterans	0	0%
Age 40 +	22	100%

This analysis indicates that minorities 11.7% (SEU) and veterans 7.36% (SEU) are currently underutilized. Females (59.68%) (SEU) and aged employees (74.96%) (SEU) are significantly over utilized.

Persons with disabilities 14.20% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

E. Office Personnel- This category includes all district and building level secretaries.

	2012	% of Group
Minorities	2	6.25%
Females	32	100%
Disabled	0	0%
Veterans	0	0%
Age 40+	31	96.87%

This analysis indicates that minorities 20.82% (SEU) are currently underutilized. Veterans at 7.36% (SEU) are at optimal utilization. Females (59.68%) (SEU) and aged employees (71.66%) (SEU) are significantly over utilized.

Persons with disabilities 14.20% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

F. Para-Educators - This category includes all crossing guards, SE, REM, DET, career and tech education, behavioral, ELL and library aides.

	2012	% of Group
Minorities	3	2.65%
Females	110	97.3%
Disabled	1	.8%
Veterans	0	0%
Age 40 +	95	84%

This analysis indicates that minorities 24.42% (SEU). Veterans 7.36% (SEU) are currently at optimal utilization. Females (57.68%) (SEU) and aged employees (58.96%) (SEU) are significantly overutilized.

Persons with disabilities 10.% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

G. Professional Technical - This category includes campus security, LPN/RN/PT asst., career center, auditorium tech, Native American specialist, computer related techs, swim asst/tech, sign language

interpreter, help desk, ECEAP leader /family service worker, health room asst.

	2012	% of Group
Minorities	0	0%
Female	15	71.4%
Disabled	0	0%
Veterans	2	9.5%
Age 40 +	17	80.95%

This analysis indicates that minorities 27.07% (SEU) are currently considerably underutilized. Veterans 2.14% (SEU) are close to an optimal level. Aged employees (55.96%) (SEU) are over utilized. Females (45.68%) (SEU) are significantly overutilized.

Persons with disabilities 14.20% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

H. Transportation - This category includes all bus drivers, vehicle maintenance and dispatch personnel.

	20012	% of Group
Minorities	3	6.9%
Females	38	88%
Disabled	0	0%
Veterans	2	4.65%
Age 40+	41	95.3%

This analysis indicates that minorities 20.12% (SEU).) Veterans at 4.6% (SEU) are currently optimally utilized. Females (69.96%) (SEU) and aged employees (54%) (SEU) are significantly over utilized.

Persons with disabilities 10.08% (SEU) are underutilized in this group. The District relies on its affirmative action data collection process, which entails voluntary reporting for these affirmative action numbers. Employees may be more reluctant to self-report disability status rather than other demographic information, as a matter of privacy. The District is nevertheless committed to its policy of nondiscrimination on the basis of disabilities.

These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts. Staff responsible for hiring and promotion will be provided information and training to increase their awareness of the potential for discrimination, particularly in areas of underutilization. This information will be reviewed in meetings with district and building administrators.

VII. Goals and Action to Achieve Goals

<p style="text-align: center;"><i>Goal 1</i> <i>Job Analysis, Recruitment and Selection</i></p>

The Enumclaw School District desires to employ a qualified and diverse labor force. To that end, the District will continue to seek out qualified and underrepresented applicants for all future positions in the Enumclaw School District. The following goals will assist in ensuring that both protected and unprotected classes have equal opportunity to job opportunities in the Enumclaw School District.

Action Plan

- 1.1 Review and revise job descriptions, job applications and the hiring process as necessary to ensure that qualification requirements and screening criteria are based on specific job functions and do not result in the screening out of qualified protected group applicants.
- 1.2 Investigate innovative methods (web based, associations, directories, targeted schools) to communicate job opportunities in the Enumclaw School District ensuring exposure to protected class applicants. These advertising efforts should expand the applicant pool from protected classes.
- 1.3 Ensure that all job recruitment materials and processes are approved by the Human Resources Department in accordance with this plan.
- 1.4 Ensure that current and accurate demographic workforce information is readily available. Refine the Affirmative Action electronic database to increase ease of data retrieval.
- 1.5 Ensure information solicited for affirmative action data is completed on a separate form with clear notice to the applicant that the information is voluntary and provides an explanation of the purposes for which the information is requested.

- 1.6 Review the Affirmative Action Plan with all District personnel responsible for hiring to ensure knowledge of current goals and revision in processes.
- 1.7 Hire at least one new qualified staff member in each underutilized employment category.

<p><i>Goal 2</i> <i>Education and Training</i></p>
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The Enumclaw School District promotes a culture of caring, respect and diversity in the workplace. Each staff member is responsible for understanding and carrying out the equal opportunity goals and strategies as outlined in the Affirmative Action Plan adopted by the District. Training, awareness and recognition are essential in order for staff to effectively participate in carrying out this plan.

Action Plan

- 2.1 Conduct annual affirmative action staff training with an emphasis on providing a work environment that is free from discrimination.
- 2.2 Provide training of all administrators and staff involved in the hiring process with an emphasis on affirmative action goals and processes.
- 2.3 Provide support to schools to develop and carry out diversity/multi-cultural training, programs and projects.
- 2.4 Recognize staff members, students and/or parents who make contributions to the affirmative action goals of the District
- 2.5 Review the progress towards meeting the goals of the Affirmative Action Plan with the Board on a yearly basis.

VIII. Internal Audit and Reporting

The District's Department of Human Resources will maintain a confidential employee and applicant tracking system, separate from the pre-employment application process, which records the sex, race, ethnicity, age and disability and veteran status of applicants (See Appendix C). Frequent monitoring of this data will help ensure that all applicants are receiving equal treatment in the hiring process and that the District's recruiting efforts are reaching all protected and non-protected groups. The pre-employment application forms used for both certificated and classified personnel, however, will exclude inquiries that unnecessarily elicit the race, gender or membership of the applicant in other protected groups.

Annual review of the District's progress toward the goals set in this plan will be conducted by the Affirmative Action Officer and reported to all District administrators and to the School Board. The data/information will be included in yearly plan modifications. The analysis will include:

- A. Applicant data
- B. Interview and hiring data
- C. Transfer and promotion data
- D. Termination data

IX. Supportive Systems

Recruitment and Employment Plan

The Enumclaw School District considers all applicants and employees on the basis of job-related qualifications. The District selects employees as needed on the basis of merit, training and experience, with no discrimination against any employee or applicant because of race, color, creed, religion, age, sex, ethnicity, sexual orientation, national origin, veteran status, marital status, families with children or the presence of a sensory, mental or physical disability. The purpose of the Affirmative Action Plan is to include persons of the underutilized classes into the employment process, not to exclude others from it. The District shall emphasize in all recruitment contacts that non-discrimination is a basic element in the administration of the District's personnel practices.

Appropriate action shall be taken to attract and retain minority and female candidates at all levels and in all segments of the District's work force. A continuing review of hiring criteria will be made to assure the relevancy of the task to be performed and the needs of the position. In addition, the District shall establish continuing relationships with organizations that are sources for the recruitment of individuals from groups that may currently be underutilized in the work force. As agencies are discovered that lend better contact with protected-class individuals, the District will provide job announcements to them.

Applicants are recruited from a variety of sources using numerous strategies, including but not limited to:

- ◆ Teacher Career Fairs
- ◆ Out of state college campus visitations
- ◆ Current staff recruiting a diverse pool of qualified applicants
- ◆ Recruitment postings in minority graduate directory
- ◆ Professional organizations

- ◆ Conferences, activities, presentations, receptions, etc.
- ◆ Various internet job sites including, but not limited to, District Website, WaTeach, WEA Jobline, JobTrak.Com, Teacher-Teachers.com
- ◆ District Job-Line
- ◆ Current candidate files
- ◆ Current substitutes
- ◆ Newspaper advertisements

A continuing review of hiring criteria for each open position will be conducted, and the relevancy of these criteria to the essential functions of the position will be analyzed. Employee selection procedures and materials will be carefully reviewed to ensure they do not illegally discriminate against any candidate.

Training and Counseling

The District recognizes the importance of on-going training for all employees to assist them in skill acquisition and personal growth. The Human Resources Department and/or building administrators will meet individually with employees in order to answer questions or concerns regarding career opportunities in the District and, when appropriate, make recommendations regarding additional training that would enhance the individual's opportunity for career advancement.

The District's staff development coordinator shall be responsible for ensuring that each employee in the District receives the opportunity to participate in staff development classes and programs offered to enhance skill levels and job knowledge.

The District also recognizes the importance of hiring and maintaining a well trained administrative staff that are capable of recognizing essential job skills and knowledge as well as the importance of developing a diverse work force.

Policy Manual

The District's policy manual will be periodically updated to reflect current personnel practices.

X. Reduction in Force

The District's reduction in force (RIF) procedures for bargaining unit positions is established based on their respective collective bargaining agreements. Seniority and applicable credentials are the principal factors determining retention. Affirmative action is not currently a factor in negotiated RIF procedures. RIF for administrative and other

exempt positions are established by School Board policy and do not explicitly address affirmative action. If a RIF is necessary, the District will initiate staff reductions with an awareness of its commitment to equal employment opportunities.

Appendix A

PERSONNEL

Nondiscrimination and Affirmative Action

1. Nondiscrimination

The policy of the Enumclaw School District shall be to select the best qualified applicant for a position as needed on the basis of bona fide occupational qualifications. The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, color, national origin, age, honorably-discharged veteran or military status, gender, sexual orientation, marital status or disabilities.

The board shall designate a staff member to serve as affirmative action/Title IX Compliance officer.

2. Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which shall make effective equal employment opportunities for staff and applicants for employment. Such affirmative action shall include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, handicapped, ethnic minorities, women and Vietnam veterans who are underrepresented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action shall also include recruitment, selection, training, education and other programs.

The superintendent, or his/her designee, shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, handicapped, ethnic minorities, women and Vietnam veterans, although under state law racial minorities and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, shall be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy shall be reported annually to the board.

Procedures to respond to complaints have been established in accordance with existing laws, regulations and guidelines.

Cross Reference: Board Policy 5270

Resolution of Staff Complaints

Legal References: RCW	28A.400.310	Law against discrimination applicable to district's Employment practices
	28A.85.020	Regulations, guidelines to eliminate discrimination--Scope
	49.60	Discrimination – Human rights commission
	49.60.030	Freedom from Discrimination – Declaration of civil rights
	49.60.180	Unfair practices of employer defined
	49.60.400	Discrimination, preferential treatment prohibited
	WAC 162-22-050	Unfair practice
	392-200	School personnel - Employment discrimination
	390-200-15	Public school employment—Affirmative action program
	42 USC §§ 2000c-2000c-9	Title VII of the Civil Rights Act of 1964
	42 USC §§ 2000h-2000h-6	Title IX of the Education Amendments of 1972
	42 USC §§ 12101-12213	Americans with Disabilities Act
	29 USC §§ 706	
	8 USC §§ 1324a and 1324b	(IRCA) Immigration Reform and Control Act of 1986
	Exec. Order 11246	Amended by Executive Order 11375
	45 CFR 84 Sec 504	Vocational Rehabilitation Act of 1973

Adoption Date: January 17, 1989
Updated: December 20, 1993
Updated: February 24, 2003



PERSONNEL

Nondiscrimination and Affirmative Action

1. Nondiscrimination

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district shall be adversely affected in any way because the staff member utilized these procedures. As used in this procedure,

"Grievance" shall mean a complaint which has been filed by a complainant (a student, an employee, a parent or guardian) relating to alleged violations of any anti-discrimination law including Title IX regulations and Washington Administrative Code (WAC) 392-190, Section 504 of the Rehabilitation Act of 1973, 41 USC §§ 12101-12213 Americans with Disabilities Act (ADA) or Title VII of the Civil Rights Act of 1964. A complaint shall mean a charge alleging specific acts, conditions or circumstances, which are in violation of the antidiscrimination laws. A respondent shall mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

Procedures to respond to complaints have been established in accordance with existing laws, regulations and guidelines.

Affirmative Action Plan

The needs of all persons in a pluralistic society must be understood in order to continue to create an employment atmosphere compatible with and receptive to all persons. The following goals shall assure that a meaningful educational experience may continue to exist for students and staff alike. The district will:

- A. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, handicapped, ethnic minorities, women and Vietnam veterans in the various job categories.
- B. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of underutilized classes in the employment process, not to

- exclude others from it. The district shall continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.
- C. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district shall continue to use aged, handicapped, ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job announcements for classified staff shall be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be underutilized in the district's work force. Recruitment from colleges and universities shall include institutions with high percentages of students of various ethnic minorities.
 - D. Contract and purchase all goods and services from persons, agencies, vendors, contractors and organizations who comply with the appropriate laws and executive orders regarding discrimination.
 - E. Take appropriate action to attract and retain aged, handicapped, ethnic minorities and women at all levels and in all segments of the district's work force. Criteria for selecting staff shall be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there shall be no preferential employment practices based on race or gender.
 - F. Upgrade present staff by providing management development training to assure that individuals of underutilized groups are prepared for positions of new and increased responsibility. Implementation of the affirmative action plan shall be the responsibility of the superintendent, or his/her designee. Administrators shall assist in the attainment of the established goals and purposes of this affirmative action plan.

Goals

The goals of the district's affirmative action plan shall be established and reviewed annually. The district shall disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan.

INTERNAL AUDIT AND MONITORING SYSTEM

The superintendent's office, in compliance with WAC 162-12, "Preemployment Inquiry Guide," shall record by age, race, sex and other protected groups applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations. An analysis shall be made of the internal and external workforce availability of aged, handicapped, ethnic minorities and women.

The district shall evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board annually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office.

GRIEVANCE PROCEDURE

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district shall be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "Grievance" shall mean a complaint which has been filed by a complainant (a student, an employee, a parent or guardian) relating to alleged violations of any anti-discrimination law including Title IX regulations and Washington Administrative Code (WAC) 392-190, Section 504 of the Rehabilitation Act of 1973 or Title VII of the Civil Rights Act of 1964.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint.

Informal Review Procedures

When a staff member has an employment problem concerning equal employment opportunity, he/she shall discuss the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the Title IX officer to participate in the informal review procedure. It is intended that the informal discussion shall resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the Title IX officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures.

Level one - Formal Review

The complaint must be signed by the complaining party and set forth the specific acts, conditions, or circumstances alleged to be in violation. The affirmative action officer shall investigate the allegations set forth within 30 calendar days of the filing of the charge. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation. The superintendent shall respond in writing to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint. The superintendent shall state that the district either:

- A. Denies the allegations contained in the written complaint received by the district, or
- B. Shall implement reasonable measures to eliminate any such act, conditions or circumstance.

Such corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party.

Level Two - Appeal to Board of Directors

If a complainant remains aggrieved as a result of the action or inaction of the superintendent he/she may file a written notice of appeal with the secretary of the board by the 10th calendar day following:

- A. The date upon which the complainant received the superintendent's response, or
- B. The expiration of the 30-calendar day response period stated in Level One, whichever occurs first.

The board shall schedule a hearing to commence by the 20th calendar day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board shall render a written decision by the 10th calendar day following the termination of the hearing and shall provide a copy to all parties involved.

Level Three - Appeal to the Superintendent of Public Instruction

In the event a complainant charging discrimination remains aggrieved with the decision of the board of directors in connection with any matter which, if established, would constitute a violation, the complainant may appeal the board's decision to the superintendent of public instruction.

Preservation of Records.

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the district compliance officer for a period of 5 years.

Appendix B

Enumclaw School District

Affirmative Action Officer

Name: Kathy Lockyer, Director of Human Resources

Address: 2929 McDougall Avenue
Enumclaw, WA 98022

Phone: (360) 802-7106

Email: kathleen_lockyer@enumclaw.wednet.edu

Fax: (360) 802-7132

Board of Directors

Chris VanHoof, President
Corey Cassell, Member
Nancy Merrill, Member
April Schroeder, Member
Tina McGann, Member

Superintendent

Mike Nelson

Appendix C

**ENUMCLAW SCHOOL DISTRICT NO. 216
AFFIRMATIVE ACTION INFORMATION**

Your cooperation in completing this form is appreciated. Information derived from this form is for statistical purposes only and to prevent discrimination in accordance with the Enumclaw School District Affirmative Action Program. This information is voluntary and confidential and will not be filed with or made part of your application or personnel file.

NAME: _____ **DATE:** _____

CERTIFICATED POSITION DESIRED: Elementary Teacher Secondary Teacher
 Elementary Principal Secondary Principal Other _____

CLASSIFIED POSITION DESIRED: Transportation Educational Assistant
 Office Personnel Food Service Custodial Other _____

SEX: Male Female

ETHNIC DESIGNATION:

- American Indian or Alaskan Native
- Asian or Pacific Islander (Far East, Southeast Asia, Pacific Islander, or East India)
- African – American/Black, not of Hispanic Origin
- Hispanic (Mexico, Puerto Rico, Cuba, Central America, South American or other Spanish culture or Origin)
- White, not of Hispanic Origin
- Other, please define _____

HANDICAPPED: A handicapped person is anyone with a physical or mental disability that substantially impairs or restricts one or more of such major life activities as walking, seeing, hearing, speaking, working or learning. A history of such disability, or the belief on the part of others that a person has such a disability, whether it is so or not, also is recognized as a handicap by the regulation.

Please check below:

- No, I do not consider myself to be handicapped based on the above definition.
- Yes, I consider myself to be handicapped based on the above definition.

VETERAN:

- Disabled (1) Is entitled to disability compensation under laws administer by the veteran Administration for disability rated at 30 percent or more; or
 (2) Was discharged or released from active duty due to a disability incurred or aggravated in the line of duty.
- Vietnam (1) Served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released from that duty with a discharge other than dishonorable; or
 (2) Was discharged or released from active duty for a service connected disability if any part of such duty was performed between August 5, 1964 and May 7, 1975.

Appendix D

MANAGEMENT SUPPORT

Sexual Harassment

The district is committed to maintaining a learning and working environment that is free from all forms of discrimination, including sexual harassment. The district prohibits sexual harassment in any form by employees, students, volunteers, and others involved in school district activities.

Sexual harassment occurs when:

1. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
2. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
3. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt and effective reasonable corrective measures to eliminate sexual harassment and prevent its reoccurrence. Allegations of criminal misconduct will be reported to law enforcement or Child Protective Services. When deemed appropriate by the district, the district shall provide reasonable support and/or assistance for individuals who have been subjected to sexual harassment in the district's educational or work environment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Such disciplinary action will be consistent with any applicable collective bargaining agreement, district policy, and state and federal law.

No person shall be retaliated against for making a report of sexual harassment or for providing testimony or assisting in the investigation of such a report. Retaliation will lead to disciplinary action against the offender.

It is also a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report false allegations will also be subject to disciplinary action.

The superintendent shall develop and implement procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

A copy of this policy shall be provided to each district employee and volunteer, posted in each school building and facility, and included in school or district publications that set forth rules, regulations, procedures, and standards of conduct for the school or district. The superintendent shall develop procedures to ensure that each school develops a process for discussing the district's sexual harassment policy with employees and students.

The Title IX/Affirmative Action Officer shall conduct an annual review of the utilization and efficacy of the district's sexual harassment policy and administrative procedures. Recommendations for changes to the policy and/or procedures will be made to the superintendent.

Cross References:	Board Policy 3210	Nondiscrimination
	Board Policy 3240	Student Conduct
	Board Policy 3421	Child Abuse, Neglect
	Board Policy 5010	Nondiscrimination
	Board Policy 5255	Disciplinary Action and Discharge

Legal References:	RCW 28A.640.020	Regulations, guidelines eliminate discrimination—Scope
	WAC 392-190-056-058	Sexual harassment

Adoption Date: June 19, 1995
Revised: April 19, 1999

MANAGEMENT SUPPORT

Sexual Harassment

As a first step, any individual who believes he or she has been sexually harassed is encouraged to directly inform any alleged harasser that the behavior is offensive, unwelcome, and must stop.

Any student, employee, volunteer, or parent who believes that he or she has been subjected to sexual harassment in the educational environment or in connection with his or her district employment is strongly encouraged to bring his or her complaint to the immediate attention of his or her principal, supervisor, manager, or the district's Title IX/Affirmative Action Officer. The district will take all complaints of sexual harassment seriously and will act to investigate all complaints.

Oral reports, as well as written complaints, shall be considered as complaints to be investigated. The building principal is the person responsible for receiving reports of sexual harassment at the building level. In sites other than schools, the department supervisor is the person responsible for receiving complaints. Upon receipt of a report of harassment, the building principal or department supervisor will notify the district's affirmative action officer.

Upon receipt of a report of sexual harassment, the affirmative action officer shall determine who shall conduct the primary investigation. All such complaints will be promptly and fairly investigated and, where appropriate, immediate corrective action will be taken.

Formal complaints shall be handled in the manner specified in Board Policy 3207, prohibition of discrimination, harassment, intimidation and bullying and its accompanying administrative procedures beginning at Level Two.

As part of the information on the recognition and prevention of sexual harassment students, staff, volunteers, and parents will be informed that sexual harassment may include, but is not limited to:

1. Demands for sexual favors in exchange for preferential treatment or something of value;
2. Pressure for dates or sexual activity;
3. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;

4. Making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
5. Using derogatory sexual terms for a person;
6. Standing too close, inappropriately touching, cornering or stalking a person;
7. Offensive sexual graffiti, pictures, or photographs;
8. Hazing, pranks, or other intimidating behavior directed toward an individual because of the individual's gender; or
9. Sexual jokes or teasing.

The Title IX/Affirmative Action Officer shall conduct an annual review of the utilization and efficacy of the district's sexual harassment policy and administrative procedures. Recommendations for changes to the policy and/or procedures will be made to the Superintendent.